DOCUMENT RESUME

ED 168 527 IR 007 027

AUTHOR Laine, Berkley; And Others
TITLE Self-Study of the Ezra Lehman Memorial Library.
INSTITUTION Shippensburg State Coll., Pa.
PUB DATE 78
NOTE 86p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Case Studies; *College Libraries; *Library Administration; Library Circulation; Library Collections; Library Expenditures; Library Facilities; Library Planning; *Library Research; Library Services; Library Surveys; *Objectives; Organizational Communication; Questionnaires; User Satisfaction (Information)

ABSTRACT

This self-study of the Ezra Lehman Library at Shippensburg State College presents the analyses and recommendations of two library task forces--one on organization, communication, goals and objectives, and one on user relations. The responsibility of the first group was to develop implementable recommendations for necessary or desirable changes in the library's organizational structure and communication processes, and to design an on-going process for the formulation of goals and objectives. The internal library structure was examined using a systems approach and a questionnaire was designed to measure staff attitudes concerning critical organizational issues. Seventeen preliminary recommendations were proposed. The second task force utilized data gathered in the library user survey to analyze and comment on the library's public service functions, the collections, and the physical facilities. The survey, administered to classroom and administrative faculty as well as a student sample, received a response rate of 47.5 percent and 58 percent, respectively. This task force proposed 24 preliminary recommendations. Staffing and organizational charts, organizational profile display, circulation and holdings data, the user survey questionnaire, and a memo outlining library support of the MBA program are appended. (CWM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED168527

NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SELF-STUDY OF THE

EZRA LEHMAN MEMORIAL LIBRARY

by

The Self-study Team

Berkley Laite, Project Director
Scott Bruntjen
Edith Cressler
Judith Diehl
Emma Jane Engle
Helen Etter
Ruth Friedline
Linda Gatchel
Robert Gimmi
Signe Kelker
Carol Laite
Kay McFarland
Sara Pugh
Nancy Reed
Fred Smith
Marcella Turnbach
Madelyn Valunas
Katherine Warkentin

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Fred P. Borchuck

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

The Library Faculty
Shippensburg State College
Shippensburg, Pennsylvania

1978

LK007027

© 1978, The Ezra Lehman Memorial Library Faculty

SHIPPENSBURG STATE COLLEGE

Shippensburg State College is one of 14 state-owned institutions of higher learning in the Pennsylvania State College and University System. Degree programs are offered within the Schools of Arts and Humanities, Behavioral and Social Sciences, Business, Education and Professional Studies, and Mathematics and Natural Sciences. There is a graduate studies program offering master's degrees in 32 programs. An evening continuing education program offers college-level courses to working adults and opportunities for full-time undergraduate students to schedule coursework during the evening hours. The enrollment, which has been steadily climbing since the 1950's, now stands at about 6,041--4,530 undergraduates, 1,267 graduate students, and 244 continuing education students.

The Ezra Lehman Memorial Library is a modern well-equipped facility, conveniently located on the campus, that houses 270,000 books and 215,000 volumes in microfilm on open shelves. Nearly 1,500 periodicals are currently received. Special collections include the 8,000-volume Alma Winton Pennsylvania Collection and a Rare Book Room which specializes in Pennsylvania, a growing government documents collection, and a Media/ Curricular Center with more than 30,000 printed materials and 60,000 non-print items. In addition, the library is a member of the Associated College Libraries of Central Pennsylvania, which has resources of more than 3,000,000 volumes and 10,000 periodicals. To serve the students, the Lehman Library is open a total of 89 hours a week.

TABLE OF CONTENTS

SHIPPENSBURG STATE COLLEGE iii

INTRODUCTION 1

SUMMARY CHAPTER AND RECOMMENDATIONS 3

TASK FORCE REPORTS

ORGANIZATION, COMMUNICATION, GOALS, AND OBJECTIVES 9

USER RELATIONS 27

APPENDIX

STAFFING CHART 47

ORGANIZATION CHART 48

ARL/OMS ORGANIZATIONAL PROFILE DISPLAY 49

TABLE 1 - TOTAL CIRCULATION 50

TABLE 2 - CIRCULATION IN RELATION TO TOTAL COLLECTION 51

TABLE 3 - CIRCULATION/PATRONS 52

TABLE 4 - BALANCE BETWEEN HOLDINGS AND USE 53

PERFORMANCE EVALUATION PROGRAM 55

WORKSHEET 1 70

WORKSHEET 2 71

WORKSHEET 3 72

WORKSHEET 4 73

WORKSHEET 5 75

WORKSHEET 6 76

ANNUAL PERFORMANCE EVALUATION 77

LIBRARY USER SURVEY 79

LIBRARY SUPPORT OF MBA PROGRAM MEMO 84

INTRODUCTION

In the fall of 1976, a group of the library faculty, spurred on by Dr. Scott Bruntjen, met to write the proposal for a self-study of the Ezra Lehman Memorial Library. Because the library has a close, unique relationship to all other disciplines on campus and because the library faculty share the philosophy and problems of the academic community, we felt that it was important to determine the changing needs of the library's patrons and to utilize modern library technology and management methods to produce efficient, effective library services. The proposal was submitted to the college's Professional Development Committee to request a grant which would permit us to hire a consultant. The Committee granted the funds, and we hired Mr. Jeffrey Gardner of the University Library Management Studies Office of the Association of Research Libraries, Washington, D.C.

Mr. Gardner met with the library faculty, and later with the project team, on three different occasions to present techniques for information gathering, outlines for the various stages of the self-study, and many other directions and suggestions. Under Mr. Gardner's guidance, the faculty divided into three subgroups to work on specific tasks to produce an interim report. The resulting report contains a historical profile of the library, a discussion of library goals and objectives, and the summary of a library user survey that was administered to a sample of college faculty and students. After this the project team was formed, and the team began its work for the final report. Because the study was limited by the amount of the grant, the time available, and the small size of the project team, the team limited itself to two task forces: one on organization, communication, goals and objectives, and one on user relations.

This report represents the cumulative results of twelve months of discussions, interviews, research, and writing by those task forces. The project team feels that the study has been an immensely worthwhile project resulting in honest self-examination. It sincerely believes that the recommendations are implementable and that their implementation should result in strengthening library personnel and services.

The library faculty thanks the college administration for its cooperation and the Professional Development Committee for granting us the funds that made this self-study possible. We appreciate the assistance and participation of Ms. Kay McFarland, Library Director. She worked with us throughout the entire project, helping to edit and produce the original proposal as well as working as a member of the project team. We are grateful to the six civil service members of the project team for their contributions and hard work.

The project team thanks Jeff Gardner for all his advice and for his unfailing good humor. Our sincere appreciation goes to all members of the library staff who labored to keep the library functioning while the team worked on the study. We are also grateful to the staff members who read the rough draft and shared their insights with us.

SUMMARY CHAPTER AND RECOMMENDATIONS

The recommendations of the self-study team are hereby submitted to Ms. Kay McFarland, Library Director, for her acceptance or disapproval. It is the team's understanding that Ms. McFarland will respond to the recommendations in writing to the entire library staff and to any other persons she deems necessary. Those recommendations which are accepted will be implemented by either the Library Advisory Council, a body established in the first recommendation, or the library faculty if the council is not established. It is to be hoped that implementation can begin with second semester, 1977-78, and that it will be a continuing process until completed.

1. Name the "associate directors body" the Library Advisory Council.

2. Expand the Library Advisory Council to include representatives from the civil service staff as participating members. The library director and representatives from the library faculty should meet with the civil service staff to elect council representatives. The civil service staff should determine the number of representatives, the manner in which they are elected, and the length of term. Terms should be staggered to provide continuity.

3. Form three standing committees from the Library Advisory Council membership whose functions shall be to gather information, to receive proposals, to plan, to make recommendations in their respective areas to the council and the director. These standing committees shall be: the Physical Facilities and Library Technology Committee, the Library Programs and Program Evaluation Committee, and the Financial and Personnel Resources Committee. The council should establish the scope of operation and reporting guidelines for each committee. The results of these actions should be communicated to the entire library staff.

4. Convene a meeting of the Library Advisory Council at least once every two weeks to receive committee reports and to consider other business to be brought before the council.

5. Request that the library director define and issue to all library personnel formal guidelines regarding supervisory responsibilities to be accepted and met by the faculty librarians involved.

6. Request that the Vice President for Academic Affairs remove responsibility for Campus Media Services from the library director and delegate it to another administrative officer.

7. Request that the Library Advisory Council charge an appropriate committee with conducting an in-depth study of all check-in functions, routing, and the attendant record keeping, now in operation for library materials of a serial nature throughout the library. The committee should conduct its study during the winter semester, 1977-78, and it should present its recommendations to the director and the council by May, 1978.

8. Request that the Financial and Personnel Resources Committee be charged with drafting a mechanism that allows supervised individuals to evaluate their supervisors. The committee should present its recommendations to the director and the council by May, 1978, with the program to begin September 1, 1978.

9. Regularize communication to and from library department heads and the library director with individual meetings, at least monthly.

10. De-emphasize the person-to-person approach to and from the library director and utilize the chain of command, with written memos when applicable; clarify to the library staff what types of problems and questions should be dealt with through the chain of command; and identify when the director is available for direct consultation outside the chain of command.

11. Establish the following formalized means of communication for external and internal audiences to be supervised by one individual:

a. a bulletin board in the library to serve as an instant communication device for library personnel to post memos, decisions, announcements, etc.;

b. a weekly newsletter (for the library staff and a selected external group) to include, for example, selected new acquisitions, physical changes in collections and facilities, policy decisions, staff attendance at meetings, Library Advisory Council minutes;

c. a notebook at the reserve desk to contain copies of all newsletters, policies, the calendar of events, council and committee minutes, and other information pertinent to the library staff; and

d. a prominent suggestion box, with the appropriate publicity, for receiving suggestions and questions from students. All queries should be answered by the appropriate department, and selected items may be posted or published.

12. Continue the personnel schedule calendar that is posted outside the library director's office.

13. Adopt the following mission statement:

> Ezra Lehman Memorial Library considers its mission to be an essential component of the intellectual and cultural missions of the college. The library fosters the free interplay of ideas by functioning as an active and creative force for the interaction of library services and resources with the campus community and the larger community beyond.

14. Adopt as on-going objectives:

a. The Educational Objective which responds to the need to know by developing library users who are aware of and understand the scope of library resources, and who are able to define information needs and use bibliographic tools for information access;

b. The Resource Development Objective that continues to acquire and to develop resources, both personnel and materials, that are appropriate to the educational, research, and service programs of the college;

c. The Resource Management Objective to organize, support, interpret, foster, plan, and review the library programs and goals.

15. Encourage and develop librarians to be educators and information specialists who interact with the library communities. (For example, begin a public relations program for public services that would incorporate library instruction and collection evaluation/development roles for the academic community.)

16. Institute career development programs that provide for better utilization of library personnel in terms of job satisfaction. (For example, encourage the participation of library supervisors in training programs to develop supervisory skills.)

17. Continue to identify and participate in the institutional planning process.

18. Institute the performance evaluation program as set forth in the Appendix of this report.

19. Reconstruct the "library user survey" to obtain more specific and meaningful information concerning the quality of services at the public contact points; administer the survey on a periodic basis to assess service quality and to ascertain the users' needs.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

TASK FORCE ON ORGANIZATION, COMMUNICATION, GOALS AND OBJECTIVES

The Task Force on Organization, Communication, and Goals and Objectives had as its responsibilities the development of implementable recommendations for necessary or desirable changes in the library's organizational structure and communication processes and the design of an on-going process for the formulation of goals and objectives. In order to achieve this, the task force subdivided into the following three bodies: Subgroup on Organization, which stressed staffing patterns, clarification of individual responsibility, and supervisory roles/chain of command; Subgroup on Communication, which emphasized mechanisms for communication, flow of information vertically and laterally, and external communication; and Subgroup on Goals and Objectives, which considered job satisfaction and career development, achievement of the library's mission, and performance measures in its attempt to design an on-going program of goals and objectives.

In conjunction with the efforts of the individual subgroups in their respective areas, the task force issued a questionnaire to measure staff feelings concerning critical organizational issues. The task force hoped to gain an indication of the climate of the library as a whole. The instrument used was the ARL/OMS Organizational Profile Questionnaire. On the basis of the data gathered, a profile was created for the library characterizing patterns in supervision, motivation, communication, decisions, goals, performance review, and training. The consultant explained that scores approaching 100 indicate positive attitudes in a given area (e.g., good communication, high morale, timely decisions, etc.) and that the norm for most libraries ranges between 75 to 80. As the chart shows, the library's

profile fell below the norm in each of the seven categories. (See Appendix) These results underlined the need for improvement in areas already singled out for investigation by the task force. In addition to lending impetus to efforts already begun, the results emphasized the need for implementable recommendations to improve what were perceived as problems in the library.

ORGANIZATION

Description

The Ezra Lehman Memorial Library is traditionally organized along departmental lines with each department responsible for certain tasks, processes, or functions: for example, the provision of reference service to the library's clientele, the cataloging and processing of library materials, and the arrangement and public service aspects of the periodical collection. Each department is staffed by one or more faculty librarians, by one or more civil service persons, and by varying numbers of student workers. Departments report to the library director through the faculty librarian designated as department head. (See Appendix for organization and staffing charts.)

The library's administrative office consists of the library director, her secretary and the duplicating machine operator. The director is responsible to the college administration for the quality of service provided by the library, for the development of the library collection, for planning and evaluating library programs, and for all budgetary matters. As a member of the academic administration, she represents the library to the college community through membership on the Dean's Council. She reports to the college administration through the Vice President for Academic Affairs.

In addition to her responsibilities for the library operation, the director also heads Campus Media Services, which consists of one faculty member, two civil service staff, and fifteen student workers.

The Acquisitions Department is responsible for most aspects of book collection development and maintenance and for complete control of the library materials budget. Campus-wide input regarding suggested purchases is sought in order to plan the expenditure of library funds to support the college's academic programs. The department processes and orders most library materials and receives all materials and supplies.

The Public Services Department has responsibility for all aspects of reference service, circulation control, the government documents collection, and interlibrary loan. This department acquires material for and maintains the corporate annual reports and government documents collections. Librarians in this department develop and administer programs of library instruction to entering freshmen and to individual classes, both undergraduate and graduate.

The Serials Department is responsible for the development and maintenance of the periodical collection, which includes hard copy and microfilms, and for providing access to the collection for the library's clientele. It also maintains the machinery necessary for the use of the microfilm collection.

The Media/Curricular Center houses several book collections, most of the library's software, multi-media equipment, and many other collections, for example: pictures, pamphlets, maps, slides, transparencies. The staff is responsible for developing, acquiring, and maintaining the collections and for providing public access to them. Cataloging and processing for some materials is done by the center's staff.

The Cataloging Department catalogs and processes all monographs and continuations for library collections including reference, general, Pennsylvania, rare book, and the library of the Rowland School for Young Children. Books and non-print media for the Media/Curricular Center are handled by this department in conjunction with the center's librarians. The staff is responsible for filing and maintaining all public catalogs and shelflists in the library except those in Media/Curricular Center.

The library of the Rowland School for Young Children serves pupils and teachers of the school and members of the academic community. The faculty librarian in charge selects materials for the library and supervises all service functions.

The faculty librarians and the library director constitute a group which is not shown on the organization chart. They meet on a biweekly basis to share information, to decide changes in library policy, and to formulate new policies. They also discuss other library-wide concerns, and they engage in short- and long-range planning. Decisions reached by this body are then communicated to the departmental, i.e., implementation, levels. A number of committees exist as sub-sets of this body. They function with widely varying degrees of regularity and effectiveness.

Policies and decisions are also made as the various department heads report to and consult with the director. These policies and decisions are then to be relayed to the personnel in departments involved.

The director also meets with the civil service staff as circumstances require to inform them of decisions and policies of library-wide significance which directly affect them. Civil service related problems are also discussed.

Although each department has its own basic tasks and staff, there is duplication in various technical functions and in the utilization of

personnel throughout the library. For example, the Media/Curricular Center, the Public Services Department, and Serials Department all initiate orders for materials outside the acquisitions system. To varying degrees these departments also organize materials for the public outside the cataloging system.

During the past year, faculty librarians in the Public Services Department have assumed more reference responsibility because the department has grown by the addition of one full-time librarian, formerly a member of the Cataloging Department. However, all faculty librarians participate in public service by providing reference assistance to some extent. Most are included in the weekly reference desk schedule, and all librarians share in covering weekends.

Civil service staff who work in public service departments deal with the library's clientele as a normal part of their duties. As they work at the card catalog and in other public areas, civil service staff from the technical service departments also meet the public. The staff continually demonstrate their concern for the library by willingly working in areas other than their own on a temporary basis when they are needed.

Analysis

The organization chart does not present a complete picture of the library's organization or its function. It is accurate as it depicts the departmental structure of the library, showing direct reporting lines between each department head and the library director. In general the department heads are pleased with the free access which they have to the director. Given the small size of the library operation and the library staff, the department heads think that a middle management layer would serve to impede

the flow of communications and decision-making. The director believes strongly that she should maintain an open-door policy so that all members of the library staff may feel free to talk with her on any issue.

Members of the subgroup interviewed all department heads. In general, department heads feel that they have the authority to manage their areas at the operational level. Supervisory responsibilities are not formally defined, and some department heads expressed the need for a definition of their authority in the area of personnel action. Most department heads feel that their supervisory skills could be improved and that a training experience would be helpful.

The group composed of the faculty librarians and the library director constitutes an "associate directors body" regarding many decisions and policies. Because all faculty librarians, whether or not they serve as department heads, participate at this level on an equal basis, there seems to be widespread understanding of and commitment to decisions and policies. The civil service staff should be represented on this "body." By broadening the membership, formalized input would be received from a large segment of the library staff now unrepresented at the policy level.

Permanent committees should be formed by this group to gather information, receive proposals, and make recommendations. The "associate directors body" should set operational and reporting guidelines for the committees. Final authority for the library's policies and decisions, however, must remain with the director. Proper functioning of these committees should provide organized, broadly based, reasoned input for the library director and the "associate directors body." Such permanent committees would obviate the proliferation of ad hoc committees; they would relieve the director of time-consuming leg work; and they would use the talents and

expertise of the library staff, which in many cases are not now completely utilized. (See Rec. no. 3)

During the past twelve months a shift in personnel deployment toward the public service departments has occurred. Without the cooperative, flexible attitude on the part of the staff toward changes in responsibility, the effective operation of the library would have been seriously hampered. Several internal and external constraints have necessitated the changes: utilization of OCLC-based processing for most library materials, increasing demands for public service and for new user-oriented programs, the recent loss of two civil service positions, and a decreasing budget for library materials.

Student workers constitute a vital part of the library staff. They perform a wide variety of tasks throughout the library. Without the student workers in public service areas, it would literally be impossible to provide adequate service to the library's clientele. Library staff members are generally satisfied with training which students receive on the job. They realize that group training programs for student workers cannot be organized easily given the outside constraints of students' academic schedules.

The library director's time is also a valuable personnel resource for the library. A significant amount of her time, however, is currently consumed by the responsibility for operating Campus Media Services. This is perceived as an excessive drain on the library's already limited resources.

Attention should be given to the technical function of check-in and routing for certain types of library materials. The library lacks a standardized system for the handling of serial items, continuations, and documents. In some instances duplicate records are kept by two library

departments. A streamlined method of handling these materials would be more efficient, and it would relieve public service departments of some technical tasks.

COMMUNICATION

Description

The library uses many means of communication to reach its internal and external audiences. Each audience can be subdivided into several groups. The outline below lists those groups and the methods used to communicate with them.

I. External audiences

A. Faculty
1. Memos from
a. Acquisitions Department
1) Departmental allocations (when budget permits)
2) Ordering process information
3) New acquisitions (return of processed order cards)
4) Cancellations
5) Library faculty liaison with departments
6) Gift acknowledgments
7) Distribution of CHOICE to academic departments
b. Circulation
1) Overdue notices
2) Reserve notices
c. Media/Curricular Center
1) Overdue notices
2) Letters concerning missing components
d. Reference
1) Interlibrary loan notices
2) Communications with faculty concerning special assignments
e. Serials Department
1) Annual contact with departments concerning renewals and deletions
2) Overdue notices
3) New acquisitions lists

2. FACT
3. FIB
4. Membership on faculty committees, Library and Media Councils, etc.
5. Informal communications
   a. Hearsay
   b. Parties, mealtimes, etc.
   c. Special projects, exhibits, etc.
   d. Other meetings, i.e., APSCUF, etc.

B. Administration
1. Memos
2. Overdue notices
3. FACT
4. Slate
5. Contacts of the library director
   a. Academic Dean's Council
   b. Formal biweekly meetings with Vice President for Academic Affairs
   c. Informal communication with the President
   d. Administrative Council contacts, e.g., Covey and Klinedinst
6. Library faculty meeting minutes
7. Annual report
8. Informal communications
9. Membership of librarians on campus committees

C. Students
1. FACT
2. Slate
3. College catalog
4. Overdue notices, etc.
5. Student handbook (Swataney)
6. Posted announcements
7. Special projects, exhibits, etc.
8. Student workers
9. Library orientation

D. Alumni
1. Alumni Newsletter and other releases of the Alumni Office
2. Press releases (Office of Public Relations)
3. Gift acknowledgments
4. Special occasions: Alumni Day, regional alumni meetings, etc.
5. Informal communication

E. Outside world
1. Office of Public Relations
2. Professional library journals
3. Gift acknowledgments
4. Exchange lists
5. State College library directors' meetings and minutes

6. State College librarians' meetings
7. Individual publicity, e.g., interviews, etc.
8. State and federal reports, e.g., HEGIS
9. Community services, e.g., courtesy cards
10. Associated College Libraries of Central Pennsylvania
11. Special projects, e.g., Genealogy workshops, DaVinci week
12. OCLC and PALINET newsletters
13. Interlibrary loan transactions
14. Other professional organizations and activities
15. Involvement of librarians in career services meetings
16. Informal communication

II. Internal audiences

A. Director to librarians and librarians to director
1. Department heads
2. Library faculty meetings
3. Memos

B. Librarians to librarians
1. Library faculty meetings
2. Agendas
3. Announcements
4. Minutes
5. Policy statements

C. Librarians to civil service staff
1. Department meetings, i.e., Cataloging Dept., Public Services Dept., etc.
2. Department memos

D. Director to civil service staff and vice versa
1. Staff meetings
2. Memos
3. Suggestion box

E. Library personnel to and from student workers

Analysis and commentary

After interviewing library staff members some problem areas were identified. Uneven participation of college faculty in book ordering, despite memos from the acquisitions librarian, indicates the need to strengthen the library's contacts in this area. Many classroom faculty

seem largely unaware of new acquisitions or present library holdings in their subject fields. This shows the need for better publicity and for the intensification of library liaison with other academic departments. It was noted, however, that in dealing with the faculty, informal contacts are sometimes more productive than formal communications.

The excellence of library relations with the Alumni Association is demonstrated by the alumni's enthusiastic support of the Loyalty Fund drive during the past two years. Money received through the Alumni Office and from individual donors enabled the library to counteract somewhat the crippling effects of a sharply curtailed library materials budget.

There should be some form of communication which would stimulate students to a much wider use of the library's resources. There should also be an effective method for receiving more input from students concerning library policies and acquisitions.

The internal audience for communication consists of the library staff. Although not as large as the external audience, the internal one is equally as important. For the purpose of this analysis various groups will be identified.

Most of the communications received by the director from the librarians are from the department heads. These communications do not occur on an organized basis. They are irregular and depend largely on the individual and the situation. They also tend to be oral rather than written. This sometimes creates problems of verification or emphasis.

Communication that arises from the decision-making process tends to be conveyed on a person-to-person basis. For some librarians this can undermine the impact of the message on occasion. Some communication may be overlooked. For example, personnel have been temporarily redeployed

without the heads of the affected departments being appropriately notified. Established procedures have sometimes been bypassed in ordering materials for the Media/Curricular Center and in dealing with the bindery.

There is a strong desire that the chain of command be employed consistently throughout the library. Thus, department heads should be the vehicles for communicating to departmental personnel. This is not to say that the director's "open-door policy" should cease. It should, however, be clarified to the staff under what conditions the chain of command may be bypassed.

Communications from the director to civil service personnel are similar to those mentioned above. When chain of command is sidestepped to direct a civil service person, that person can be placed in an awkward position. Decisions should be reached between the director and department heads before actions are taken.

Communication to the civil service staff from both the director and the librarians has been generally described as poor. As a group the civil service staff feel that they are not informed of decisions made in library faculty meetings, the director's office, and library departments. There is little or no effort made to solicit advice from civil service personnel before decisions are made.

The communication between individual librarians depends entirely on the people involved. Some was described as good, some as bad. Chain of command is often not used, and sometimes there is inadequate follow-up communication to all department members.

PERFORMANCE EVALUATION, GOALS AND OBJECTIVES

In response to the specific charge to design a process for the development of broad, on-going objectives, departmental objectives, and individual goals (taking into consideration job satisfaction and career development, performance measures, and achievement of the library's mission), the Task Force on Organization, Communication, and Goals and Objectives urges the adoption of a performance evaluation program based on performance goals to be developed for each unit and each individual in the library. (See Appendix) The concepts and procedures suggested for the implementation of such a program are based largely on those set forth in Staff Performance Evaluation Program at the McGill University Libraries,[1] a publication resulting from a collaborative project of the Office of University Library Management Studies and the McGill University Libraries.

Unit goals are to be based on the overall objectives and general mission statement as formulated by this task force and approved by the library faculty, civil service staff, and director. (See Rec. nos. 13 & 14) In turn, the unit performance goals will provide the rationale for the responsibilities of each staff member, and for the definition of standards for the performance of those responsibilities. These will form a hierarchy of objectives and goals to which individual and unit goals are ultimately compatible with the overall library objectives and mission statement.

---

[1]Association of Research Libraries. University Library Management Studies Office. Staff Performance Evaluation Program at the McGill University Libraries: A Program Description of a Goals-Based Performance Evaluation Process with Accompanying Supervisor's Manual. Washington: The Association, 1976.

The effort should be to involve each staff member in the development of suitable goal's and related standards of performance to provide a key to any pattern for his or her own work.

The assumption is made that recognition and delights of a work unit's activities can best be reached in a group discussion among its members. Supervisors[2] should lead such discussions and thereafter monitor the work program decided upon, keeping it in step with the library's overall service objectives.

This suggested program is based on the assumption that the library staff want to do their jobs well and that they will do so if they know what is expected of them. They are most likely to understand expectations if they help to establish their own roles. These roles will fit the situation most exactly if the staff members own insights are used to develop them.

Work goals can be either long- or short-range specific aims of a work unit. They are to be developed by the staff of each unit in group sessions.

Work performance standards should indicate the acceptable level of performance for unit goals, given the needs of the library and the resources available to the unit. They should be specific and observable; they may be both measurable and subjective. At least three times a year each unit should meet with its supervisor to assess progress, to discuss problems and the opportunities for improvement, and to revise goals.

Individual goals should be specific, written, and agreed-upon definitions of what an individual staff member will strive to accomplish over a period of time.

---

[2]"Supervisor" refers to the one who is designated with the responsibility for the development of unit and individual goals and performance evaluation.

Individual performance standards should reflect an agreement between the staff member and his or her supervisor concerning when, how well, how much, or how often the individual goals will be achieved. The standards may be measurable or subjective. They should be defined as specifically as possible, and their achievement should be observable. A formal meeting between the individual and the supervisor three times a year will include a review of the individual's personal job goals and a planning session for the next review period. Once a year, they should jointly prepare a formal evaluation document to be given to the staff member.

PRELIMINARY RECOMMENDATIONS OF THE TASK FORCE

1. Name the "associate directors body" the Library Advisory Council.

2. Expand the Library Advisory Council to include representatives from the civil service staff as participating members. The library director and representatives from the library faculty should meet with the civil service staff to elect council representatives. The civil service staff should determine the number of representatives, the manner in which they are elected, and the length of term. Terms should be staggered to provide continuity.

3. Form three standing committees from the Library Advisory Council membership whose functions shall be to gather information, to receive proposals, to plan, to make recommendations in their respective areas to the council and the director. These standing committees shall be: the Physical Facilities and Library Technology Committee, the Library Programs and Program Evaluation Committee, and the Financial and Personnel Resources Committee. The council should establish the scope of operation and reporting guidelines for each committee. The results of these actions should be communicated to the entire library staff.

4. Convene a meeting of the Library Advisory Council at least once every two weeks to receive committee reports and to consider other business to be brought before the council.

5. Request that the library director define and issue to all library personnel formal guidelines regarding supervisory responsibilities to be accepted and met by the faculty librarians involved.

6. Request that the Vice President for Academic Affairs remove responsibility for Campus Media Services from the library director and delegate it to another administrative officer.

7. Request that the Library Advisory Council charge an appropriate committee with conducting an in-depth study of all check-in functions, routing, and the attendant record keeping, now in operation for library materials of a serial nature throughout the library. The committee should conduct its study during the winter semester, 1977-78, and it should present its recommendations to the director and the council by May, 1978.

8. Request that the Financial and Personnel Resources Committee be charged with drafting a mechanism that allows supervised individuals to evaluate their supervisors. The committee should present its recommendations to the director and the council by May, 1978, with the program to begin September 1, 1978.

9. Regularize communication to and from library department heads and the library director with individual meetings, at least monthly.

10. De-emphasize the person-to-person approach to and from the library director and utilize the chain of command, with written memos when applicable; clarify to the library staff what types of problems and questions should be dealt with through the chain of command; and identify when the director is available for direct consultation outside the chain of command.

11. Establish the following formalized means of communication for external and internal audiences to be supervised by one individual:

a. a bulletin board in the library to serve as an instant communication device for library personnel to post memos, decisions, announcements, etc.;

b. a weekly newsletter (for the library staff and a selected external group) to include, for example, selected new acquisitions, physical changes in collections and facilities, policy decisions, staff attendance at meetings, Library Advisory Council minutes;

c. a notebook at the reserve desk to contain copies of all newsletters, policies, the calendar of events, council and committee minutes, and other information pertinent to the library staff; and

d. a prominent suggestion box, with the appropriate publicity, for receiving suggestions and questions from students. All queries should be answered by the appropriate department, and selected items may be posted or published.

12. Continue the personnel schedule calendar that is posted outside the library director's office.

13. Adopt the following mission statement:

> Ezra Lehman Memorial Library conceives its mission to be an essential component of the intellectual and cultural missions of the college. The library fosters the free interplay of ideas by functioning as an active and creative force for the interaction of library services and resources with the campus community and the larger community beyond.

14. Adopt as on-going objectives:

a. The Educational Objective which responds to the need to know by developing library users who are aware of and understand the scope of library resources, and who are able to define information needs and use bibliographic tools for information access;

b. The Resource Development Objective that continues to acquire and to develop resources, both personnel and materials, that are appropriate to the educational, research, and service programs of the college;

c. The Resource Management Objective to organize, support interpret, foster, plan, and review the library programs and goals.

15. Encourage and develop librarians to be educators and information specialists who interact with the library communities. (For example, begin a public relations program for public services that would incorporate library instruction and collection evaluation/development roles for the academic community.)

16. Institute career development programs that provide for better utilization of library personnel in terms of job satisfaction. (For example, encourage the participation of library supervisors in training programs to develop supervisory skills.)

17. Continue to identify and participate in the institutional planning process.

18. Institute the performance evaluation program as set forth in the Appendix of this report.

Members of the Task Force on Organization,
Communication, Goals and Objectives

Marcella Turnbach, Chairperson
Judith Diehl
Helen Etter
Linda Gatchel
Berkley Laite
Kay McFarland
Nancy Reed
Fred Smith
Madelyn Valunas

TASK FORCE ON USER RELATIONS

The Task Force on User Relations was charged with analyzing and commenting on the library's public service functions, the collection, and the physical facilities. For these purposes the task force divided into three subgroups. Utilizing data gathered in the library user survey each subgroup attempted to answer the detailed aspects of analysis and commentary as stated in the charge.

PUBLIC SERVICES

This subgroup was charged with examining and commenting on the library's public service functions as they affect the several classes of library users. Although not perfectly designed for this purpose, much useful information was gleaned from the library user survey.

The survey was constructed from two sample questionnaires obtained from the Association of Research Libraries. It consists of thirteen sections, each containing a variety of multiple choice or fill-in-the-blank questions. Appropriate sections of the survey provide space for written comments. (See Appendix)

The survey was administered to all classroom faculty and all administrative faculty, as well as a student sample. In order to reach students who are both library users and non-users, the survey was distributed to representative classes. Using the Faculty Teaching Schedule, Semester II, 1976-77, classes were randomly selected to represent almost all subject disciplines and all academic levels--undergraduate, graduate,

and continuing education. The selection included seventy-three classes, for a student sample of 1,857. A total of 344 surveys was sent to the faculty and administration of the college. Fifty-eight percent of the student sample and forty-seven and one half percent of the faculty/administration responded to the survey. From June to August, 1977, the raw data was keypunched to facilitate its manipulation by computer using the Statistical Package for the Social Sciences.[3]

The report which follows is based exclusively on the analysis of survey data and is divided into two main sections. The first deals with services provided by the library to all classes of users; the second deals exclusively with services provided to graduate students.

Library services to all classes of users

Library hours. The user survey allowed the respondent to choose the times that he or she prefers to use the library in three categories: weekdays, weekends, and summer session weekends.

The two most preferred time periods on weekdays are 6:00-8:00 p.m. and 8:00-10:00 p.m., followed by 2:00-4:00 p.m. and 10:00 a.m.-12:00 noon. On weekends first and second choices are 2:00-4:00 p.m. and 12:00 noon-2:00 p.m., followed by 10:00 a.m.-12:00 noon and 6:00-8:00 p.m. For summer session weekends first choice is 10:00 a.m.-12:00 noon, followed by 12:00 noon-2:00 p.m., 2:00-4:00 p.m., and 7:45-10:00 a.m. Early morning and late afternoon time periods in general have low preference. The 10:00-11:00 p.m. hour ranks lowest in all three categories.

---

[3]Nie, Norman H. SPSS; Statistical Package for the Social Sciences. 2d ed. New York: McGraw-Hill, 1975.

Reference desk. An analysis of survey results shows that faculty and students appear to be well satisfied with the library's reference service. Forty-seven percent rate the service as good; thirty-six percent rate it fair; only eight percent rate it poor. The survey also shows user satisfaction with the assistance received from the library staff in finding books, locating journal articles, and using the card catalog, indexes, and other bibliographic tools.

Less than forty percent of the respondents indicate that they borrow material from other libraries. Those who did expressed general satisfaction with interlibrary loan service.

Government documents. The survey shows that less than half of the faculty and students responding use the documents collection. Those who use it achieve moderate success in obtaining the documents they want. However, users who seek assistance from the staff in locating documents are well satisfied with the help they receive.

Circulation desk. The majority of students and faculty have a fair to good relationship with the circulation staff. Approximately eighty percent of all respondents indicate that circulation desk service is efficient and helpful. A few written criticisms show that security check at the exit turnstile is not thorough enough and that student assistants are sometimes rude and are not always sure of circulation routines. These complaints could possibly account for the approximately ten percent of respondents who indicate that they receive poor help at the desk. On the other hand, the survey indicates that users are very successful in obtaining reserve materials.

Periodicals Department. The survey is not constructed to give an accurate appraisal of services provided by this department. It can be

ascertained, however, that there is a high rate of satisfaction with the periodical holdings file when used as a tool for determining journals' availability. The survey also shows a high degree of satisfaction with the quality of the microfilm readers and printers.

Media/Curricular Center. Although it cannot be determined precisely from the survey at which service point a patron receives assistance in finding audiovisual materials, it is most probable that the Media/Curricular Center gives the greatest amount of assistance because that is where the materials are located. Sixty-six percent of the respondents indicate that they are very successful in obtaining what they need and that they find the library staff most helpful.

Pennsylvania collection. Those surveyed achieved average success in obtaining materials from this collection. Users who sought assistance from the library staff indicated that it was very good.

In general according to the survey results, library users feel that the quality of service is fairly high. It is recognized, however, that analysis of library services has only begun with this report.

Library services to graduate students

The subgroup used the opportunity presented by this study to identify graduate students' library concerns through the Graduate Student Association, to interpret graduate student responses to the library user survey, to identify current public services to graduate students, and to recommend continuation or improvement of these services.

Most graduate classes are taught Monday through Thursday evenings, and the majority of graduate students commute to the evening classes--some for long distances. Because they seldom arrive on campus more than

half an hour before class or stay longer than one hour after class, these students have a very limited amount of time to use the library. Many belong to car pools, and the library time available to one individual is dependent on the willingness of the entire car pool to come early or stay late. An individual's only option may be to make a special trip to campus to do library research.

Access to library facilities and services is not a special problem for full-time graduate students. Most are graduate assistants who work on campus, and they are free to use the library throughout the day as undergraduates do. Therefore, they were not specially interviewed for this study. Their responses are included in the library user survey with all other graduate students.

Some students attend graduate classes given by Shippensburg State College faculty at off-campus locations like Lancaster, Harrisburg, Waynesboro, Greencastle, etc. These graduate students tend to have little or no contact with the campus while they are enrolled in courses. Their needs for library services had to be determined during the course of this study.

The subgroup sought help from the Graduate Student Association in determining where graduate students felt they had problems with the library. The Vice President of the Association solicited information from the Association's membership, and they noted four major library concerns: the identification card system, stolen or missing library books, noise in the library, and photocopying time.

At the present time graduate students must apply at the library to secure an identification card or to have an old card revalidated at the beginning of each semester. This process takes several days. Since the

College Bookstore requires a valid identification card for accepting checks, the students are greatly inconvenienced. The students' general feeling is that identification cards should be mailed to them at the start of each semester, or that the cards should be ready for them at registration.

The concern about stolen or missing books arises from students' observations that book bags, briefcases, and the like, are not thoroughly checked as patrons leave the building. Because the students are often told by circulation desk personnel that material which they cannot find is lost or missing, they blame the library's loose security system.

Even though a "quiet area" for studying was instituted this fall, graduate students feel that this area is too noisy because it is overcrowded. They suggested several additional, perhaps smaller, quiet areas in the library. The noise level on the main floor was noted, but the students realize that this is principally a public contact area and that some noise here is unavoidable.

The photocopying problem is one of time. Lines at the photocopying machines are too long in the evenings to permit graduate students to get copies quickly enough because of the limited time they have to use the library. They are also concerned about not being able to get microfilm photocopies within a "reasonable" time period, that is, leaving a request before class to be gotten after class the same evening. Many who have no other classes on campus during the week are willing to pay postage to have the photocopies mailed to them.

Graduate students comprised twenty-two percent of the student population at the time the library user survey was given. Of the total number of surveys returned to the library, thirteen percent were from graduate students.

Graduate students appear to have a very positive image of the library, even though the majority of them have few contacts with the library and limited knowledge of its resources. In examining their responses to the survey, one might conclude that they are content with library services. Fifty-six percent of the respondents use the library monthly, several times a semester, or never, and only thirty-nine percent use it daily or weekly. This is not to say that graduate students do not need a library. Sixty-six percent use libraries other than this one, and the great majority of these students use other libraries because they are more conveniently located. Only nineteen percent feel that other libraries have better resources, and none feel that any other libraries have better physical facilities.

Most graduate students indicate that they are successful in finding what they need in this library. They also find the library staff helpful, and they rate the library services fair to good. A few students offered suggestions for additional services such as an elective library instruction program, more informal instruction on use of the library, and private study rooms.

Subgroup members interviewed the heads of the public service areas to determine what is done to accommodate any problems that may be exclusive to graduate students. The Serials Department does not treat graduate students in any special way. The government documents section also gives graduate students the same services offered to all library patrons. If the matter is urgent, however, documents staff will mail or telephone an answer because this section is not staffed in the evenings or on weekends. The Media/ Curricular Center handles graduate students' problems on an individual basis. The staff will extend, but not renew, due dates on borrowed materials; they will also locate and hold materials for graduate students to pick up on the night of their classes.

The Public Services Department permits commuting students to charge out overnight reserve materials after their classes rather than making them wait until one half hour before the library closes. The department also issues ACLCP cards to graduate students to enable them to borrow material from cooperating college libraries closer to their homes. Until this fall the provision of ACLCP cards at the classroom site of off-campus courses was about the only special provision made for these students. Occasionally off-campus class groups have come to the library for instruction. Attached is an outline of plans for the classes that will be held at Lancaster locations during second semester, 1977-78. (See Appendix) If successful, this plan may serve as a model for other locations.

PHYSICAL FACILITIES

A library, like any other institution, is faced with both internal and external pressures. These tend to interact and limit the nature of the response that the institution can make. They are of varying immediacy and include such things as organization and fiscal constraints. Since the library addition projected for the mid-seventies is not now even in the planning stages, it is obvious that the library may not soon expect an extension or addition to the present structure. We must, therefore, make the best possible use of the area available.

The Facilities Subgroup, on its own, and in meetings with the whole Task Force on User Relations, tried to determine the needs of the library in terms of its present and future physical facilities. On the basis of the library user survey it seems that the majority of respondents find the library a pleasant place, although some criticism of the noise and heat

levels was expressed. The survey was originally intended to guide the task forces in their deliberation and recommendations, but there has already been movement in some areas. As a result of written comments in the survey, a "quiet study" area has been designated in the lower level of the library; due to preliminary subgroup discussions, the government documents reference collection was moved to an area closer to the actual documents. In addition, the area previously occupied by a Dial Access Information Retrieval System is being converted to a much needed meeting room and classroom for bibliographic instruction. In order to continue the progress that has been made and to insure coordination throughout the library all major areas of the building should be examined. Special attention, however, should be paid to the areas where problems are especially pressing.

The general collection

Those librarians who work at the reference desk can attest to the confusion caused by our unique collection arrangement, the rationale for which has been lost in the mists of memory. As presently arranged it is difficult for the uninitiated user to find his way to what he needs. In addition, it can be difficult for the librarian with several years of experience to direct the user to a stack area or to explain the arrangement. The Facilities Subgroup studied the possible rearrangement of the collection and in task force discussions decided to suggest a continuous alphabetic arrangement as being most logical. It was also determined that leaving A-Q on the lower level would necessitate the least amount of shifting. As a corollary, it has been observed that directional signs throughout the library are less than satisfactory. The configuration of the

building makes it difficult to give succinct, easy-to-follow directions to the many areas.

Reference and government documents areas

Current facilities are becoming more crowded, especially within areas such as reference and government documents. There are very few empty shelves in the reference area, and those that are available are not where the need is most pressing. The situation has been alleviated somewhat by moving government documents reference materials to the upper level. The reference office is crowded with four desks and people, complicating the structurally caused air circulation problem. The people who occupy that area and the library director have sought to have this situation attended to, but without success. The extreme heat makes it almost impossible to work in the office under current conditions.

The government documents area has grown quickly in the last several years under its current director. Given current documents acquisitions policies, the collection will probably continue to grow at an even faster rate and, within the near future, will need more space. The new government documents reference area can be seen as satisfying part of that need.

Within the reference area, the Cataloging Department is faced with shifting catalog cards to relieve crowding in the drawers. This will be the last time that this solution is feasible given the present card catalog. Assuming that the collection continues to grow even at the present rate, a crisis point will be reached within the next five years. An alternative to the traditional card catalog or expansion of the present one must be considered.

Library science and cataloging areas

Without the construction of an addition to the present building, there is little space for general expansion to occur. The limited possibilities include that area now used by the Library Science Department and a portion of the cataloging area. Although the library science area is not large, some better use than that currently made of it might be possible. The Library Science Department should be found more adequate facilities elsewhere on campus.

The Cataloging Department staff has recently declined in numbers and no longer needs the space it once needed. It is possible that the physical arrangement might be inspected and that the area could be shared with the reference staff.

The above areas of concern are those which need the most immediate attention. Other areas, in addition, might be profitably examined, for example the adequacy of the serials facility. Further study could show that space in the library is adequate. However, as the subgroup discussed these problems it seemed that the staff will soon be unable to meet patrons' needs in the present building. Everything possible must be done to restore to the capital expenditure plan the library addition that was tentatively recommended in 1972.

THE COLLECTION

This subgroup was responsible for examining and commenting on the major collections of the library as seen by the user. Very little user feedback information has been gathered about the collections by the library, and much of the information gathered has never been analyzed.

The subgroup first examined the several responses to the library user survey through a cross tabulation technique. Two major areas, serials and the general book collection, were studied. The survey revealed that all user levels, that is undergraduate through faculty, eighty-one percent were satisfied with the book collection and sixty-six percent were satisfied with the the serials collection. Given what might seem to be a high percentage of satisfaction on the part of users, the subgroup considered the following basic questions:

1. What techniques could be used to determine the user satisfaction rate for both the present and the future?

2. How is the materials budget allocated? Can the adequacy of the collection be maintained or improved in times of financial adversity?

3. How are individual items selected for the library?

4. What techniques are used to determine the status of material "on order?" Could more information about this material be provided for the user?

5. What is the relationship of collection development to the curriculum? Could this relationship be enhanced?

User feedback

For many years the Circulation Department has recorded the number of items circulated daily by Library of Congress classification letters. For the last several years circulation statistics have not been totaled, let alone analyzed. The subgroup, aided by the library's graduate assistant, totaled items circulated by year. Next, percent of the collection represented by each Library of Congress classification letter was determined. Finally, the number of patrons per year was calculated. From this information the subgroup determined the contribution made to the total circulation by each Library of Congress classification letter. It was

assumed that there should be a close match between collection and use. Tables 1 and 2 show the complete data. (See Appendix for tables.) It appears in Table 2 that over the last seven years the correlation between collection profile and collection use has been fairly balanced. See Table 4 for details.

There has been, however, a steady decline in total circulation and in circulation within almost every Library of Congress classification letter while the number of users has increased. See Tables 1 and 3. There could be a number of explanations for this, such as business students' heavy use of reference books in the library, or the purchase of fewer books. No collection use data exists to give precise answers.

Budget allocation

The figures in Table 2 show that the budget for books was allocated in a way that fairly well matched use with the collection profile. The performance rates for audiovisual materials (forty-four percent) and journals (sixty-six percent) are lower than the user satisfaction rate for books. Given that the budget has decreased greatly in the past several years, it becomes imperative that the percent of the budget allocated for books, journals, and the like, match user needs as closely as possible.

Collection development

A statement outlining general selection policies was written by the acquisitions librarian in 1973. While it states primary basic principles --support of the curriculum, the Library Bill of Rights, etc.--it does not describe how the budget should be allocated by form, for example,

in an academic library, journals may be more important than trade books. It does not describe how the book or journal portions of the budget are further allocated, for example, by number of faculty, FTE students, etc. Nor does it describe basic decision rules, for example, a newly selected journal is/is not always backfiled, out-of-print books are/are not purchased, etc.

In recent years each librarian has been assigned to select items for the collection within one or more specific academic disciplines. Classroom faculty are actively encouraged to submit selections of library materials within their specialized areas. Responses by the library faculty and the classroom faculty have been varied.

When materials are cataloged the user can locate them through the card catalog. It is difficult, however, to determine the status and physically locate a book from the time it is ordered until the catalog cards are filed.

Relation of the library to other academic departments

Having the librarians select materials for specific departments is a positive step toward helping the collection and library services reflect user needs. As the result of a Faculty Curriculum Committee reorganization plan devised during the first semester of 1977-78, the responsibility for curriculum change may be delegated to the department/school level. Provision has been made in this plan for direct participation by the library faculty.

PRELIMINARY RECOMMENDATIONS OF THE TASK FORCE

1. Reconstruct the "library user survey" to obtain more specific and meaningful information concerning the quality of services at the public contact points; administer the survey on a periodic basis to assess service quality and to ascertain the users' needs.

2. Design a method to evaluate the library instruction/orientation program, content and technique. (For example, provide a general library instruction program for graduate students.)

3. Evaluate the services provided to and the needs of the library's users during summer sessions.

4. Charge the Committee on Physical Facilities and Library Technology with studying the security situation at the circulation desk to determine the need and feasibility of initiating a more thorough security system, perhaps an electronic detection device.

5. Charge the Committee on Library Programs and Program Evaluation with the alignment of staffing patterns for the public service points in relation to the expressed preferred hours of use as shown by the results of the library user survey. (For example, investigate the length of time necessary for getting to graduate students the microfilm photocopies which they have requested.)

6. Charge the appropriate Library Advisory Council committee with determining the feasibility of providing those added services indicated as desirable in section 13 of the library user survey. (See Appendix)

7. Request that the Vice President for Academic Affairs remove responsibility for production and distribution of identification cards from the library and reassign this function to another office.

8. Establish a toll free telephone number for the use of library patrons.

9. Install a third coin-operated photocopying machine.

10. Charge the Public Services Department with arranging the general collection in a continuous alphabet, beginning on the lower level with A to D in place.

11. Request the Reference unit and the Cataloging Department to present a proposal to the Physical Facilities and Library Technology Committee concerning the optimum use of space in reference and cataloging areas.

12. Request the maintenance administrative officer to study the heating/cooling problem in the library and to present possible solutions to the library director.

13. Request the Public Services Department to survey the library to determine the need for directional signs and to present a proposal to the Physical Facilities and Library Technology Committee.

14. Request that the Vice President for Academic Affairs relocate the Library Science Department in suitable space outside the library building by 1980.

15. Charge the Physical Facilities and Library Technology Committee with actively studying the locations of departments within existing library space, with a report to be presented by December, 1980.

16. Charge the Physical Facilities and Library Technology Committee to have as a major responsibility keeping abreast of the new technology in order to investigate alternatives to the traditional card catalog, with a preliminary report to be issued by December, 1980.

17. Actively pursue the restoration of a library addition to the capital expenditure plan of the college.

18. Establish a complete collection use monitoring system that will provide timely user satisfaction rates, collection profile and use information, and other data that will aid the collection development process.

19. Charge the Committee on Financial and Personnel Resources with recommending the allocation of the library materials budget as part of its responsibility.

20. Charge the Committee on Financial and Personnel Resources with establishing a written collection development policy by July 1, 1978, that provides for the optimal expenditure of the library materials budget in relation to institutional objectives and that meets "Guidelines for the Formulation of Collection Development Policies."[4]

21. Request that the College President grant the library the authority to begin to expend its annual materials budget with the first month of the fiscal year by transferring library funds from discretionary to fixed costs.

22. Request the Vice President for Academic Affairs to work with the college business office to develop a reporting system that will tell the acquisitions librarian on a timely basis the orders actually placed, the amount of the budget expended, etc.

23. Charge the Committee on Physical Facilities and Library Technology to investigate the feasibility of an automated acquisitions system, which, among other things, allows the user to determine the current status of any order.

---

[4]A.L.A. Resources and Technical Services Division Collection Development Committee. "Guidelines for the Formulation of Collection Development Policies," Library Resources and Technical Services, V.21, No. 1 (Winter, 1977), p.40-47.

24. Strengthen the current "field acquisitions" work by assigning specific librarians to work with specific schools/departments and to serve on schools' curriculum committees.

Members of the Task Force on User Relations

Signe Kelker, Chairperson

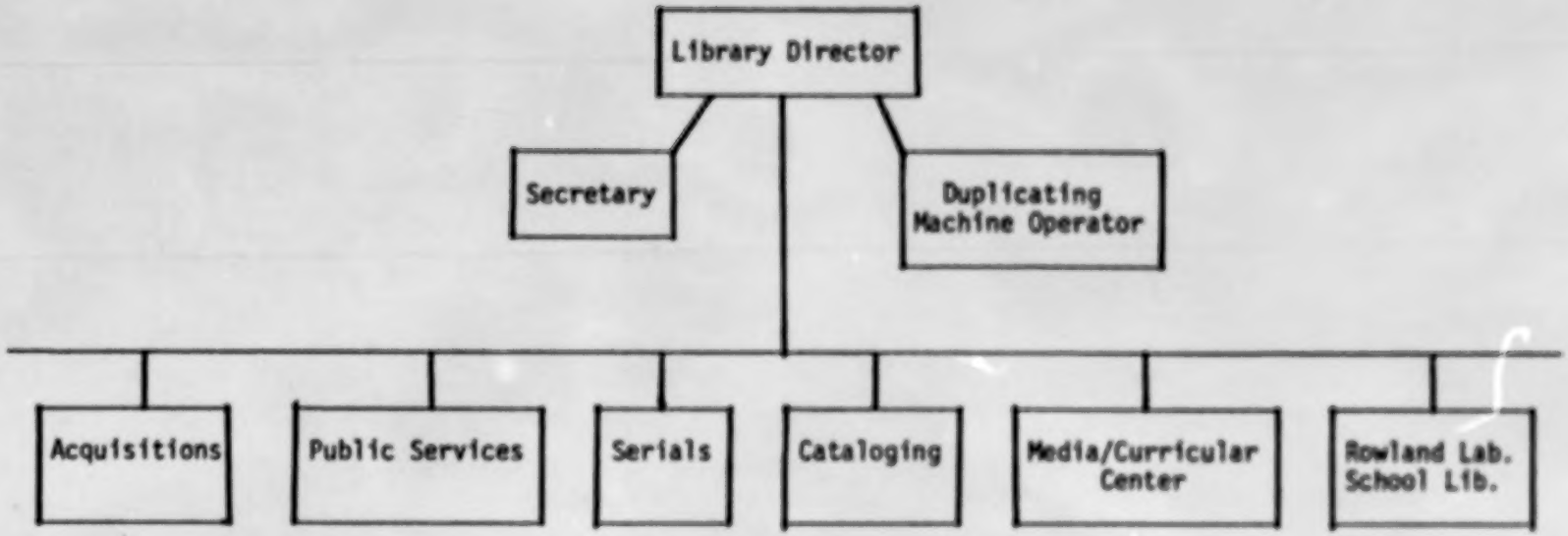
Scott Bruntjen	Robert Gimmi
Edith Cressler	Carol Laite
Emma Jane Engle	Sara Pugh
Ruth Friedline	Katherine Warkentin

APPENDIX

STAFFING CHART

Library Departments	Librarians (FTE)	Civil Service (FTE)	Other (Hours per week)
Administrative Office	1	2	
Public Services	4	5	Student Workers, 418 hrs. Neighborhood Youth Corps, 30 hrs. Graduate Assistants, 30 hrs.
Serials	1	1 1/2	Student Workers, 142 hrs.
Media/Curricular Center	1 2/3	2	Student Workers, 119 hrs.
Acquisitions	1	5 1/2	Student Workers, 47 hrs.
Cataloging	3	4	Student Workers 24 hrs.
Rowland Lab. School Lib.	1/3		Student Workers, 10 hrs. Graduate Assistant, 10 hrs.

ORGANIZATION CHART



Association of Research Libraries/Office of Management Studies

[illegible] PROFILE

DISPLAY

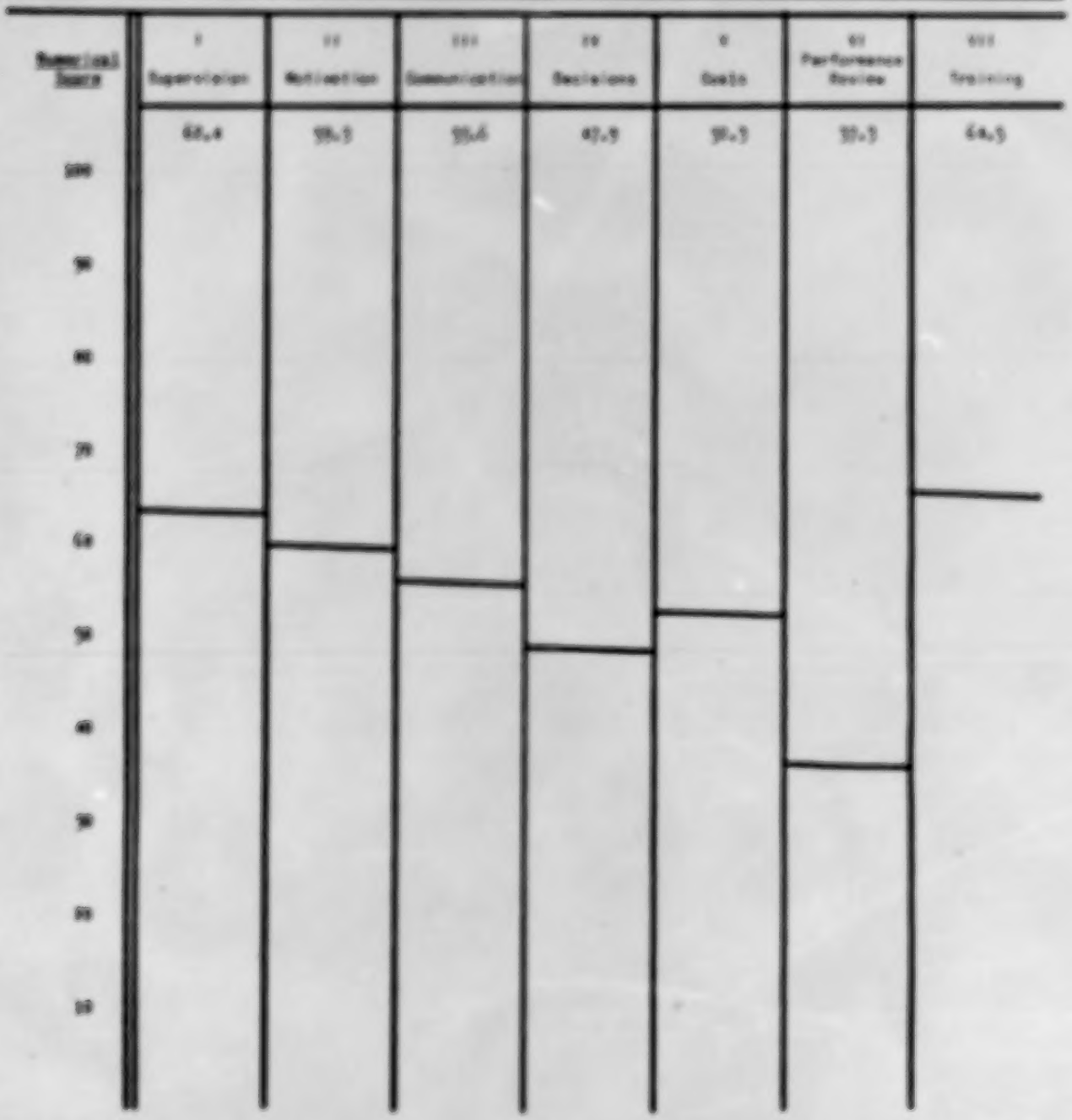


TABLE 3

TOTAL CIRCULATION

Library of Congress Classification Letter	1959 – 1961 Number of Items	1959 – 1961 % of Circulation	1961 – 1963 Number of Items	1961 – 1963 % of Circulation	1963 – 1965 Number of Items	1963 – 1965 % of Circulation	1965 – 1967 Number of Items	1965 – 1967 % of Circulation	1967 – 1969 Number of Items	1967 – 1969 % of Circulation	1969 – 1971 Number of Items	1969 – 1971 % of Circulation	1971 – 1973 Number of Items	1971 – 1973 % of Circulation	Total Items Circulated	% of Total Circulation
A	3,737	3.7	3,853	3.8	944	3.8	755	3.8	485	3.8	854	3.8	850	3.8	3,886	3.8
B	7,739	9.8	8,810	10.1	8,870	9.9	7,510	11.9	6,954	9.9	9,854	9.9	8,859	9.9	88,747	9.8
C	540	.5	559	.6	559	.6	455	.5	459	.5	555	.6	558	.6	5,854	.6
D	6,488	5.7	6,799	5.6	6,540	5.9	5,489	6.0	5,859	5.9	6,799	6.0	6,525	6.0	73,559	5.9
E	5,409	6.5	5,676	6.5	5,575	6.6	5,559	6.7	5,853	6.6	6,855	5.6	6,858	5.8	85,758	6.8
F	3,159	3.7	3,755	3.8	3,447	3.8	3,458	3.6	3,455	3.5	955	3.6	759	3.5	30,859	3.8
G	3,985	3.6	3,459	3.9	3,853	4.0	3,159	3.5	3,758	3.9	3,955	3.8	3,759	3.6	37,555	3.5
H	27,574	23.8	25,758	24.9	23,585	24.5	23,955	25.5	23,159	23.8	25,888	25.5	5,954	25.5	75,457	25.8
I	3,855	3.7	3,555	3.9	3,757	3.8	3,256	3.6	3,159	3.5	3,758	3.6	3,855	3.5	36,759	3.8
J	11,453	10.5	10,559	10.7	10,857	10.8	10,453	10.5	8,559	10.8	6,859	10.8	5,758	10.5	83,845	10.6
K	4,588	4.3	5,756	4.8	5,855	5.5	5,658	5.8	5,859	4.5	5,755	5.6	5,559	4.8	53,855	4.8
L	13,845	11.6	16,954	11.1	13,952	11.6	13,159	11.6	11,855	10.6	10,855	11.1	5,555	10.5	99,557	10.8
M	5,553	3.8	6,755	7.3	5,958	7.6	5,755	5.3	5,465	7.8	5,559	5.1	6,458	6.7	58,555	7.8
N	5,854	5.5	5,954	5.5	5,855	5.5	5,459	5.6	5,756	6.8	5,175	5.6	5,855	5.8	55,758	6.8
P	3,559	3.8	3,559	3.8	3,756	8.8	3,855	5.1	3,855	8.7	3,854	8.8	3,858	3.6	35,858	8.8
Q	5,745	8.8	5,857	8.8	5,756	8.5	5,458	8.5	5,848	8.6	5,555	8.7	5,558	8.6	55,756	8.5
Total	58,553		85,759		85,845		75,857		69,485		58,855		53,557		695,758	
% of Total	15.8		13.5		12.5		10.8		10.8		11.8		10.5			

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

TABLE 3

CIRCULATION/PATRONS

Year	Total Circulation	Patron Count
1970 - 1971	78,765	359,667
1971 - 1972	85,712	378,570
1972 - 1973	80,983	353,401
1973 - 1974	71,672	339,363
1974 - 1975	69,463	370,990
1975 - 1976	58,576	368,324
1976 - 1977	51,177	396,819
	496,348	2,567,134

TABLE 4

BALANCE BETWEEN HOLDINGS AND USE

Library of Congress Classification Letter	% of Holdings Present	Proposed Number of Books Required to Reach Balance	Change
A	.6	0	Not Sig.
B	5.6	+8,853	+4.48
C	.8	-869	-.44
D	7.5	-4,347	-2.20
E	4.2	0	Not Sig.
F	3.1	-2,134	-1.08
G	2.5	+1,838	+.93
H	13.3	+6,798	+3.44
J-K	4.5	-3,083	-1.56
L	7.3	+12,647	+6.40
M-N	7.9	-5,908	-2.99
P	23.2	-6,047	-3.06
Q	10.1	-3,992	-2.02
R-S	2.9	+3,142	+1.59
T-U-V	3.0	0	Not Sig.
X-Y-Z	3.5	-2,233	-1.13

PERFORMANCE EVALUATION PROGRAM

The following program of performance evaluation, while patterned after one designed for the McGill University Libraries, is geared toward the specific situation at Ezra Lehman Memorial Library. It is the recommendation of the Task Force on Organization, Communication, and Goals and Objectives that initial formulation of unit and individual performance goals and standards begin during Semester II, 1977-78, and be completed by September 1, 1978. Semester I, 1978-79, would then serve as the first review period, with evaluation to be done by December 1, 1978, and goals and standards to be revised by December 15, 1978.

Formulation of unit goals and unit performance standards

In order to provide the framework for an organizational performance evaluation program at Ezra Lehman Memorial Library it is required that a list of goals be developed within each working unit. The unit goals should relate to the overall library objectives and should be designed to deal with issues and activities of immediate concern. To assure that the program is an on-going process, it is necessary that unit goals be reviewed and assessed periodically to determine needed changes.

While the supervisor may find it a relatively simple task to prepare a series of unit goals, there is considerable value in having the members of the work unit participate actively in this process. This will assure a shared understanding of the work by including the ideas and perspectives of the staff and developing a deeper sense of commitment. The

following steps are suggested as a way of focusing staff involvement in the goal formulation process.

Step 1. The initial step in developing unit goals is for each member of the unit to complete Worksheets 1 and 2. Each member of the unit should spend fifteen to twenty minutes completing the worksheets for his or her use in a unit meeting. The worksheets are not collected or evaluated in any way. On Worksheet 1 staff members will indicate what they see as the major activities of the unit and how they rank these activities in importance. On Worksheet 2 the staff members will list the three to five most important activities, and they will indicate for each activity some results that are measurable or observable. The intent is to begin to answer three basic questions:

1. What does the unit do?
2. What is most important?
3. How does the unit know when it is successful?

This step can be accomplished in at least two ways: the supervisor can distribute the worksheets a day or two before the unit meeting and ask staff members to bring the completed worksheets to the meeting; or, the supervisor can ask staff members to complete the worksheets at the start of the meeting.

Step 2. The unit supervisor convenes a meeting of unit staff to which the library director is invited. The supervisor then leads a group discussion aimed at completing Worksheet 3. This is done to draw on the experience and ideas of the staff in determining what the unit should be doing, what is most important in terms of the library's service objectives, and how the unit will know when its efforts are successful. At the conclusion of this meeting there should be general agreement on

defining the unit's major activities, their ranking, and a series of measurable or observable results for each activity.

During this meeting one person should act as recorder, producing a written record of the results of the discussion on Worksheet 3. In many cases it will be helpful to list identified activities on a blackboard or flip chart, developing the list by eliciting comments in a round robin fashion. This will lead to the participation of most, if not all, of the staff members, and it will help assure that an important activity is not missed.

Step 3. At this point there should be general agreement on the unit's activities, their relative importance, and some observable results for each activity. The purpose of this step is to translate the activities and observable results from Worksheet 3 into more formal statements of unit goals and performance standards on Worksheet 4. These statements will provide the basis for planning, organizing and assessing the unit's work during the next evaluation period. In addition, these unit goals and standards will provide a framework for the development of individual goals and standards.

There are at least two ways in which a supervisor might approach this process of translating activities into goals, and observable results into performance standards:

1. Since the task here is essentially one of formulating and recording the results of a unit discussion in which agreement on the basic issues has been reached, the supervisor might complete Worksheet 4 independently. If the supervisor chooses this method, it is important that the results be given to each member of the work unit for review. The supervisor should then make sure that the goals and standards accurately represent the results of the unit's discussions. This check might best be accomplished in a brief unit meeting.

2. Another option is to begin this translation process in a group setting. While this has the advantage of further developing the staff's understanding and commitment to the process, it may prove to be too time consuming in some instances.

Whichever method is used, the result will be a list of goals and related performance standards which will form the basis of the unit's work for the next evaluation period.

Unit standards of performance are written, detailed statements of expected productivity. Standards may be defined as criteria against which results can be measured and evaluated. They tell what is expected in order to do a satisfactory job. Therefore, they define how much must be done, when it must be done, and how well the activity or function must be performed. When properly defined, the standard will provide an observable test of performance in terms of quality, quantity, timeliness, cost, or some other dimension of a process, a service, or a product. While the specific standards that can be established are literally endless, an attempt should be made to focus on those that are essential to the success of the unit. In some areas, participants will find the performance standards easy to identify and agree upon. These elements should be expressed first, and once experience is gained in using these standards, more complex issues might be dealt with. For example, in some areas, quantifiable measures cannot be developed; qualitative ones that can be verified by judgment and observation should be devised.

Review of unit goals and performance standards

Unit goals and standards form the basis of the unit work and provide measures for unit performance. Therefore, it is imperative that these goals and standards be constantly tested against experience. They should

be reviewed and revised on a regular, periodic basis to assure that they are realistic, achievable with available resources, and contributory to the library's service objectives. The review of unit goals and standards is centered around four basic concerns: how well the unit has worked toward achieving those goals; what forces have been obstacles to achieving the goals; what can be done to improve the unit's performance; and what changes, additions or deletions should be made to the unit's goals.

The review should be carried out in a group setting with all members of the work unit. The basis of the review will be the goals and standards developed at the last unit goal-setting meeting and the review should include consideration of the following issues:

1. Which goals were accomplished? Can these performance standards be revised upward within the existing staff levels?

2. Which goals were not accomplished or which standards were not met, and why? For example, goals or standards unrealistic or unclear, insufficient staff, not priority goals, influence of external forces such as unforeseen work flow from other library units, the need to respond to unforeseen work.

3. What goals or standards need to be changed?

4. What goals need to be added or deleted?

5. Have the unit's priorities changed? Given limited resources, what is the most important focus of the unit?

This review should occur at least three times a year, with the suggested deadlines being the end of Semester I, end of Semester II, and the close of the final summer session. Annually the review should lead to preparation of a report, which discusses the past year's major accomplishments and problems and which presents the unit's goals and standards for the review period. This annual review should be completed by early June so that pertinent information may be incorporated in the library director's annual report. More frequent reviews might be considered as a means of

refreshing the staff's understanding of and commitment to the unit's goals, and making adjustments to the unit's goals as required by events. It is important to recognize that goals are not rigid, but rather must adapt to changes in the resources available to a unit, the demands placed on a unit, and the perceptions of what can most usefully be accomplished in the future. Units and their supervisors must decide how often a review of unit goals is required, beyond the annual review. It is to be hoped that the process will be a useful tool for planning, organizing, and assessing unit performance and that it will be used accordingly.

It is important that the library director maintain for each unit a comprehensive file containing unit goals and performance standards and all reviews based on those goals and standards. Duplication of files will be necessary only if a unit supervisor needs to have immediate access to these documents.

Formulation of individual goals and performance standards

The individual goals and performance standards program is based on the following premises:

1. The nature and extent of communication between supervisor and staff member is basic to the process.

2. In evaluating a staff member's performance, the focus is on results expected by all parties.

3. These results should be concrete, when possible, measurable, and always observable.

4. The individual's goals should relate specifically to the goals of the work unit.

The following steps are recommended for establishing individual goals and performance standards.

Step 1. An activity analysis that identifies and briefly describes the component task responsibilities of the position should be completed. This list of activities will be based on available position descriptions and the unit's group discussions. It can be developed initially by the individual staff member on Worksheet 5. The list should indicate the relative importance of the activities and the observable results for each activity. The process, then, is similar to that of fomulating unit goals and standards and is aimed at answering three basic questions for individuals:

1. What do I do?
2. What is most important?
3. How do I know when I am doing my job effectively?

Step 2. The individual's list of activities and observable results forms the basis for a goal-setting conference with his or her supervisor aimed at reaching agreement on the individual's goals and performance standards. The resulting statement, to be done on Worksheet 6, will provide the basis for the staff member's performance evaluation. During this conference, the supervisor and staff member should share their ideas and perceptions on what can reasonably be expected of the staff member's performance. Specific goals covering the next evaluation period should be developed and ranked in importance. Performance standards are developed based on work experience, projections of workload, and a realistic view of what is possible. Initially these standards might be experimental and should be reviewed in two to three months to adjust them to reality. Standards should be both quantitative and qualitative.

Step 3. A document, based on Worksheet 6, is produced by the supervisor and the staff member with copies provided to each.

Periodic evaluation of individual performance

The evaluation of individual performance should be oriented toward helping the staff member make his or her best contribution to the library's performance. The evaluation will relate specifically to the jointly developed goals and performance standards, which have been based on the unit goals. It is imperative that it be a constructive process. It should focus on performance, not personality. It should actively solicit the staff member's ideas regarding factors that are obstacles to success and possible means of overcoming these obstacles. To the extent that the process is characterized by openness and honesty, it will identify the strengths of the staff member as well as areas for improvement. It should help the supervisor and the staff member develop a mutually acceptable work plan for the next evaluation period.

The process outlined here places substantial responsibility on the supervisor for operating an evaluation program which is positive and future-oriented. It also provides a structure in which the supervisor can plan and organize the unit's work and systematically develop the staff to perform that work effectively.

The tri-annual evaluations

At least three times a year (by the end of Semester I, the end of Semester II, and the close of the final summer session) the supervisor and staff member should meet to review the staff member's progress. This review should focus on the goals and standards which were mutually developed in the previous evaluation counseling session. These sessions should concentrate on the future. Each of these tri-annual evaluation sessions

should be documented by a written observation, with one copy to be retained by the supervisor and one to be given to the individual. Once a year, a formal document will be produced which becomes part of the staff member's personal file. This more formal annual evaluation is discussed later.

The tri-annual meeting should be scheduled a few days in advance. The session should focus on three general areas: analysis of the current situation, obstacles to achieving goals, and elimination of obstacles.

What is the current situation? Based on existing goals and standards, how has the staff member performed? Which goals have been or are being satisfactorily met? Where, if any, are the problem areas? This part of the interview must be honest, yet not overly critical. It is important to achieve general agreement between the participants on how well work is being performed. Active participation by the staff member in this discussion is essential. Most staff members will perceive how well they are performing and discuss their performance if the discussion is oriented toward problem solving rather than criticism. It is up to the supervisor to create this kind of atmosphere. One aid will be to focus on the goals rather than the staff member. For quantitative goals and standards, it will usually not be difficult to reach agreement on performance. For qualitative standards, the supervisor will have to provide his or her judgment and must be willing to listen and respond to the staff member's judgment. While credit should be given for good performance, the supervisor should look particularly for areas where improvement might be possible and should discuss them openly.

What are the obstacles, if any, to achieving the goals? Obstacles to excellent performance might be found within the staff member, the library, the supervisor, the job itself, or the staff member's colleagues. This

part of the interview is concerned with identifying these obstacles so action can be taken to eliminate them, or at least to minimize their impact. Examples of common obstacles include:

a. goals set unrealistically high,

b. staff member diverted from area of responsibility to work on new problem, etc.

c. inadequate planning,

d. failure to follow established procedures,

e. changed conditions in the work unit,

f. insufficient motivation,

g. inadequate training,

h. lack of cooperation among some staff or from other units in the library, and

i. inflexible procedure.

These are, of course, only examples. Whatever the obstacles to acceptable performance are, they should be identified and, to the extent possible, they should be agreed upon. Here again, the staff member's perceptions must be sought, listened to, and discussed. While there is a natural tendency to become defensive in an interview of this sort, it is necessary to bring disagreements into the open and work toward some level of agreement that can lead to positive action.

What can be done to eliminate these obstacles? Clearly, some obstacles cannot be eliminated, but efforts must be made to lessen their impact. Possible solutions can be approached through the staff member's ideas for change. Changes might include alteration of procedures, an increase in the amount of supervision, development of closer liaison with other work units, etc. Of course, the staff member might not be well suited for the job. While this actually occurs infrequently, it is perhaps the most difficult problem a supervisor will face. In some instances, the problem

can be resolved with additional or specialized training, such as skills training or human relations training. In some cases the training might be provided by the supervisor or by some other person in the library. If the supervisor and staff member can reach agreement on what is needed, the supervisor must then determine what training resources are available and decide what can be provided to the staff member. In those few instances in which the problem relates to the staff member's motivation or innate inability, the supervisor and staff member should first attempt to reach an agreement on the nature of the problem. They should then develop a specific plan for improvement. The final portion of the bi-annual evaluation interview should be devoted to summarizing the chief points made and to formulating the goals for the next period. In many cases, these will be the same as, or very similar to, the previous period's goals. Specific mention should be made of areas for improvement, the means of achieving that improvement, and any special training or development from which the employee could benefit. This information should be incorporated as part of the written observation which documents the informal review session.

The annual evaluation

By early June each year a formal performance evaluation for each staff member should be completed by the supervisor and the staff member for the staff member's personal file. With permission of the individual, this file can be made available to those persons or committees making promotion, tenure, or other personnel decisions. The form is designed to specify in a formal way what the library's expectations of the staff member's performance are, how well he or she is fulfilling these

[illegible] expectations, where improvement is considered possible, and what kind of action has been planned to improve performance. While the form is intentionally evaluative, the staff member has the opportunity to discuss it with the supervisor and add his or her perspectives. Because the form is based on the performance goals which have been developed by the staff member and the supervisor, the annual evaluation is based on performance rather than personality. If the informal bi-annual evaluations have been carried out successfully, the annual evaluation should present no major surprises. The annual performance evaluation conference is also an opportunity for more detailed analysis of the staff member's personal goals, development needs, and potential for advancement.

The supervisor should prepare for the evaluation interview by gathering as much information as possible about the staff member's performance. In those instances in which a staff member has more than one supervisor, all should be directly consulted for their perceptions of the staff member's level of performance in relation to his or her goals. The staff member should know well in advance when the evaluation session is to occur and should have the opportunity to present perceptions of his or her level of performance prior to the session. This is optional for the staff member and is accomplished by the staff member's completion of the same evaluation form as the supervisor. This form is submitted to the supervisor prior to their meeting. If this is done, it provides additional information to the supervisor in forming judgments and determining areas of basic agreement or disagreement. Finally, before the evaluation session, the supervisor should complete the evaluation form and make it available for the staff member to review one or two hours before the session.

The evaluation discussion should be scheduled for an hour and should be carried out in a comfortable but private setting. The atmosphere should be warm, friendly, and productive. The intent is to improve performance, not to criticize past performance. The supervisor will, however, be using his or her perceptions of past performance to lead the discussion toward identifying deficiencies and problems which require attention. The typical evaluation session will have three distinct sections: the opening, the discussion of evaluation, and the review of goals.

The opening. The supervisor should clarify for the staff member the purpose of the meeting and explain the ground rules of confidentiality, indicating the meeting will be most useful if it is a candid, two-way discussion. The intent is to help the library fulfill its function by utilizing the staff member's ideas, skills, and abilities in a way that is meaningful to the individual.

Discussion of the evaluation. The supervisor should initiate discussion of each part of the evaluation form. He or she should attempt to determine the staff member's level of agreement with each part and particularly the basis of any serious disagreements. By de-emphasizing the rating aspects of the process and focusing on the staff member's comments, the discussion can be a useful explanation of the staff member's perception of his or her job. This will allow the staff member to analyze his or her own attitudes, perceptions, and goals realistically. At the same time the supervisor, while recognizing the staff member's accomplishments, should indicate performance weaknesses and describe them as specifically as possible. These comments should be based on the evaluation form and on the staff member's performance goals and standards, not on the staff member's character or personality, even though these may appear to be factors which are affecting performance.

There is likely to be substantive agreement on the major points in the evaluation, but the supervisor should listen thoughtfully to the staff member's comments and be open to his or her disagreements. It is particularly useful to listen, to consider, and to respond to the staff member's perceptions of factors that have impeded performance and of actions which might contribute to improved performance. Frequently a supervisor is unaware of factors which frustrate an individual's performance and which are apparently beyond the individual's control. As in the tri-annual evaluation, it is important to focus on the future.

The supervisor must also be alert to the staff member's observations of forces working against excellent performance. An attempt must be made to alleviate the impact of these forces. If the discussion leads to a change in opinion by the supervisor, this should be noted on the evaluation form. The staff member has the opportunity to present his or her opinion on the evaluation form.

Review of goals. The final portion of the session should focus on summarizing the main points of the discussion; clarifying any misunderstandings; reviewing and revising, if necessary, the staff member's goals and standards; and reviewing the agreed on action plan.

At the conclusion of the session, the staff member should have gained the following:

1. a clear understanding of the supervisor's perceptions of the strengths and weaknesses of his or her performance.

2. an understanding of what can be done to improve performance,

3. an understanding of what the library can and will do to help the staff member improve performance, and

4. an understanding of what kind and level of performance is expected during the next evaluation period. This will be outlined in the individual's new goals and standards.

The supervisor should have a clear understanding of:

1. what the staff member perceives as the problems he or she faces in the job,

2. what additional supervisory or training needs the staff member has, and

3. what kind of contribution the library can expect from the staff member in the future.

WORKSHEET NO: 1

UNIT GOALS: Individual Listing of Unit Activities

Please take ten or fifteen minutes to complete this form. The form is for your use and will help to facilitate the unit discussion aimed at formulating the unit's performance goals and standards. The form will not be collected.

What do you see as the activities of this work unit? What does the unit do? List as many of these activities as possible down the left-hand side. Be as descriptive and specific as possible.	Rank in order of priority: What is the unit's most important activity? Second most important? etc.

WORKSHEET NO: 2

UNIT GOALS: Individual Listing of Observable Results of Unit Activities

Please take ten or fifteen minutes to complete this form. Like Worksheet No. 1, this will be used to facilitate the group discussion, and will not be collected.

On Worksheet No. 1 you listed and ranked in importance what you see as the major activities of your work unit. List the most important activities below and describe how the unit might know when it has accomplished these activities successfully. Try to specify results that are observable either by quantity, by time period (such as units of work per day) or by quality (such as factors of user satisfaction). These results should be your view of what characterizes a successful unit.

PRIORITY ACTIVITIES	OBSERVABLE RESULTS

73

UNIT GOALS: Results of Unit Discussions

Name of Unit: _____

Results of unit discussion held on: _____

This form is to be completed by the unit supervisor after the unit has developed general agreement on the listing. It serves as the basis for the unit's goals and standards and copies should be attached to the unit's statements of goals and standards and made available to all members of the unit. (Use an additional sheet if necessary.)

Based on the discussion of the members of the unit, the following are the unit's major activities, in rank order of importance, and the observable results of each activity.*

RANK	MAJOR ACTIVITIES	OBSERVABLE RESULTS
1.		a.
		b.
		c.
2.		a.
		b.
		c.
3.		a.
		b.
		c.
4.		a.
		b.
		c.
5.		a.
		b.
		c.

*Definitions: Major Activities - what does the unit do?
Ranking - what is most important?
Observable Results - how do we know when we are successful?
- what distinguishes acceptable performance?

UNIT GOALS: Statement of Goals and Performance Standards

Name of Unit:_____ Name of Supervisor:_____

For a three month period begining:_____

Scheduled for Review/Revision:_____

The unit staff has reached agreement on the major activities of the unit, their ranking importance, and the observable results of these activities. The supervisor should translate these into a formal statement of unit goals and performance standards and distribute it to all unit staff. This statement will form the basis for the development of individual performance goals and standards. Some basic criteria to be considered in the development of goals and standards are attached.

UNIT GOALS IN ORDER OF IMPORTANCE	STANDARDS OF PERFORMANCE

Criteria for the Development of Unit Goals and Standards

Unit Goals:
Each major activity of a unit should be represented by one or more goals, which are the specific tasks which must be accomplished to complete the activity. These goals might be of a short-term nature, such as to test and evaluate the impact of a new work procedure, or can be of an ongoing nature, such as to develop more effective communication with another related work unit.

Criteria:

- Goals should be achievable, yet challenging
- Goals should contribute to achieving the library's overall objectives
- Goals should be specific, each related to one task
- Goals should be measurable, quantitatively and/or qualitatively
- Goals should be understood and accepted by the staff charged with carrying them out
- Goals should be ranked in importance
- Goals should be dynamic - i.e., adaptable to change
- Goals should encompass all activities of a unit.

Unit Performance Standards:
Performance standards constitute what is the acceptable level of performance, given the needs of the library and the resources available to the unit. They are the specific indicators of success in achieving unit goals.

Criteria:

- Whenever possible, performance standards should be measurable in terms of:
  - Quantity - Amount to be done
  - Quality - How well the work is to be done
  - Rate - How many per time unit
  - Time - How long spent, expected completion date of short-term projects, etc.
- Performance standards should represent what is an acceptable level of performance
- Performance standards should be based on past experience and, therefore, achievable
- Performance standards should enable staff to know when they are performing satisfactorily
- Performance standards should be tested against reality on a regular basis and should be revised upward or downward according to experience.

WORKSHEET NO: 5

INDIVIDUAL GOALS: Individual Ranked Activities with Observable Results

This worksheet will form the basis for the goal-setting meeting between a staff member and his or her supervisor. Based on past experience and your work unit's goals, list the activities which you will be working on during the next evaluation period; rank them in order of importance, and indicate the observable results. (Observable results should indicate how you will know when your work is acceptable; how you know when you succeed. Try to specify results that are observable either by quantity, by time period, or by quality.)

RANK	ACTIVITIES	OBSERVABLE RESULTS
1.		
2.		
3.		
4.		
5.		

77

WORKSHEET NO: 6

INDIVIDUAL GOALS: Individual Goals and Performance Standards

Based on the staff member's and supervisor's agreement on the staff member's major activities, list the staff member's goals and performance standards for the next evaluation period.

GOALS	PERFORMANCE STANDARDS
1.	
2.	
3.	
4.	
5.	

Supervisor's signature:_____

Staff member's signature:_____

ANNUAL PERFORMANCE EVALUATION

Performance Evaluation of:_____ By:_____

1. EVALUATION SECTION

Describe briefly the staff member's level of success in achieving his or her performance goals during the past year. What have been the contributing factors? Consider work load, organizational obstacles, amount of supervision available, amount of training provided, etc. Be as specific as possible.

II. ACTION PLAN

Specific action planned as a result of this evaluation, e.g. revise goals, investigate training, change work procedures, shift work priorities, etc.

III. STAFF MEMBER'S COMMENTS (OPTIONAL)

Each staff member has the opportunity to add his or her comments to this evaluation after reviewing it and discussing it with his or her supervisor.

IV. Supervisor's signature:_____Date:_____

Staff member's signature:_____Date:_____

A copy of the individual goals (Worksheet No. 6) may be attached.

[illegible]

[illegible]

The Rose Lehman Memorial Library at EMC is conducting a user analysis as a basis for improving our services to the academic community. We ask for a small effort from you which can be of great assistance to us. The questionaire is designed to identify what you think of the library and of our programs. This knowledge will help us to better plan to meet your needs.

Will you help us by spending five minutes or so minutes answering the questionaire below? Please select an answer even though you might feel a bit uneasy about it. It is very important that every question be answered.

IF YOU HAVE ALREADY COMPLETED ONE QUESTIONNAIRE IT IS NOT NECESSARY THAT YOU COMPLETE ANOTHER ONE.

1. Please check:

_____Freshman
_____Sophomore
_____Junior
_____Senior
_____Graduate (Bachelor's degree from EMC)
_____Graduate (Bachelor's degree from other college)
_____Continuing Education

_____Instructor
_____Assistant Professor
_____Associate Professor
_____Professor
_____Other (specify)_____

2. What is your course major (department)? _____

3. How often do you use the EMC Library? _____Daily _____Weekly
_____Monthly _____Several times a Semester _____Never

4. If student, check your residence: _____On campus _____Off Campus (Lodge)
_____Off campus (Commuting)

5. What time of day do you prefer to use the Library? Check three preferred times in order of their preference for both weekdays and weekends. Preferred time is one, 2nd second best is two, 3rd and third choice is three, 3.

Weekdays		Evening Weekends	Daytime Weekends
_____	7:00 - 10:00 a.m.	_____	_____
_____	10:00 - 12:00 a.m.	_____	_____
_____	12:00 - 2:00 p.m.	_____	_____
_____	2:00 - 4:00 p.m.	_____	_____
_____	4:00 - 6:00 p.m.	_____	_____
_____	6:00 - 8:00 p.m.	_____	_____
_____	8:00 - 10:00 p.m.	_____	_____
_____	10:00 - 11:00 p.m.	_____	_____
_____	Other (specify)_____	_____	_____

6. Do you use any alternative textbook that you strongly feel should be considered? _____ Yes _____ No

7. If you do, name them and indicate the respective skills that you use them for.

Library	Book	Pages	Exercises
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

_____ Expressions of Locations
_____ Spatial awareness (Map Use)
_____ Spatial Objects Manipulation
_____ Other

(Codes, separated, etc.)

[illegible]

[illegible]

[illegible]

THE LIBRARY IS:

Inviting		Not Very Appealing
Easy to Use		Hard to Use
Valuable		Of Little Value
A Good Place to Study		A Poor Place to Study
Helpful		Unhelpful
Faculty Oriented		Student Oriented
Concerned Mostly with Information Storage		Concerned Mostly with Information Retrieval
An Important Part of the Instructional Process		A Minor Part of the Instructional Process
Aware of User Needs		Unaware of User Needs
Concerned Mostly with Maintaining the Collection		Concerned Mostly with Providing Information Service
A Significant Contributor to the Instructional Process		A Minor Contributor to the Instructional Process
Responsive to User Needs		Not Responsive to User Needs
Mostly Interested in Preserving Books		Mostly Interested in Helping People

9. Please circle the frequency with which you use the library for the following purposes.

1 - never
2 - seldom
3 - often
4 - very often

a.	To borrow library material	1	2	3	4
b.	To find or study material required for a course. . . .	1	2	3	4
c.	To find or study material for self-improvement	1	2	3	4
d.	To find or study material for pleasure or fun.	1	2	3	4
e.	To do research for a term paper or research project. .	1	2	3	4
f.	To find or study material on reserve	1	2	3	4
g.	To consult librarian about course or research needs. .	1	2	3	4
h.	To study your own books or notes	1	2	3	4
i.	To photocopy some material	1	2	3	4
j.	To borrow materials from other libraries	1	2	3	4
k.	For some other purpose(s) (specify)_____ . .	1	2	3	4

_____

COMMENTS:

10. Circle the number which best designates your success in obtaining what you need from the library.

1.- never use
2 - not very successful
3 - successful
4 - very successful

a. Finding books	1	2	3	4
b. Finding journal articles	1	2	3	4
c. Finding the information you need	1	2	3	4
d. Getting assistance from the library staff	1	2	3	4
e. Using the card catalog.	1	2	3	4
f. Using indexes and other aids	1	2	3	4
g. Obtaining reserve material	1	2	3	4
h. Obtaining audio-visual material	1	2	3	4
i. Finding Government Documents	1	2	3	4
j. Using the Pennsylvania Collection	1	2	3	4
k. Other(s) (specify)_____	1	2	3	4
_____	1	2	3	4

COMMENTS:

11. Circle the number which best indicates your evaluation of the following services offered by the library.

1 - no opinion
2 - poor
3 - fair
4 - good

a. Having the material you need	1	2	3	4
b Help from the circulation desk	1	2	3	4
c. Help from the reference desk	1	2	3	4
d. Convenience in using the library	1	2	3	4
e. The library environment	1	2	3	4
f. Listing of periodicals and serials	1	2	3	4
g. Microfilm readers and printers	1	2	3	4
h. Borrowing library materials from other libraries	1	2	3	4
i. Photocopying	1	2	3	4
j. Other(s) (specify)_____	1	2	3	4
_____	1	2	3	4

COMMENTS:

12. Circle the number which best discloses how helpful the library staff is in assisting you.

1 - never consult library staff
2 - not very helpful
3 - helpful
4 - very helpful

a.	Finding books	1 2 3 4
b.	Finding journal articles	1 2 3 4
c.	Finding the information you need	1 2 3 4
d.	Using the card catalog	1 2 3 4
e.	Using indexes and other aids	1 2 3 4
f.	Obtaining audio-visual material	1 2 3 4
g.	Finding Government Documents	1 2 3 4
h.	Using the Pennsylvania Collection	1 2 3 4
i.	Other(s) (specify)_____	1 2 3 4
	_____	1 2 3 4

COMMENTS:

13. Circle the number which best represents your view on adding the following library services:

1 - have no view
2 - not very desirable
3 - desirable
4 - very desirable

a.	Provide a required course of library instruction	1 2 3 4
b.	Provide an elective course of library instruction	1 2 3 4
c.	Provide library instruction as part of an existing required course	1 2 3 4
d.	Provide more informal instruction on use of the library	1 2 3 4
e.	Rent locker space in library	1 2 3 4
f.	Include more audio-visual material in library	1 2 3 4
g.	Additional pay phones	1 2 3 4
h.	Rent electric typewriters	1 2 3 4
i.	Furnish more free manual typewriters	1 2 3 4
j.	Furnish private study rooms to students	
	By the hour	1 2 3 4
	By the day	1 2 3 4
	By the week	1 2 3 4
k.	Furnish calculators	1 2 3 4
l.	Furnish Pen/Pencil vending machine	1 2 3 4
m.	Furnish paper vending machine	1 2 3 4
n.	Other(s) (specify)_____	1 2 3 4
	_____	1 2 3 4

COMMENTS:

SHIPPENSBURG STATE COLLEGE
Ezra Lehman Memorial Librar
17 November 1977

SUBJECT: Library Support of MBA Program

TO: Herb Roth, MBA Coordinator
Cynthia Blakeslee, Lancaster County Library

FROM: Scott Bruntjen

In our meetings on 15 November in Lancaster and 17 November at Shippensburg, we have finalized the following:

1. Contact and coordination. All contact will be between Scott Bruntjen and Cynthia Blakeslee or their designees. Shippensburg will try not to have our faculty or students cause any extra workload for Lancaster.

2. Reserve. Reserve will be operated much as it is at Shippensburg except that all items will be for use in the Lancaster Library only ("Do not circulate"). Reserve items for Lancaster will be sent to Library Reserve Desk at Shippensburg. Shippensburg will process items and send them to Lancaster for circulation. We will attempt to keep changes during the semester to a minimum.

3. Library Instruction. Cynthia Blakeslee will act as the librarian for library instruction at the Lancaster site. She will meet each class early in each semester to work out administrative details (ie: Lancaster Library cards, how to get reserve materials, etc.). She will provide lectures on the use of library materials for classes as requested by instructors. Ms. Blakeslee will work with the reference department at Shippensburg in developing strategies for this instruction.

4. Collection development. The best purchase arrangement would be dollars provided to Lancaster Library to purchase items for that library that support needs of Shippensburg students. Herb Roth will set up a meeting in Spring, 1978 with Lancaster area businessmen. Before that meeting it would be helpful for the Lancaster Library and Shippensburg to prepare a fairly detailed proposal.

Details on these points will be worked out before 12 December 1977.

xc: J. Sheffer, R. Case, K. McFarland